

Crossens Nursery School



CNS

Anti-Bullying

Policy

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We believe that it is every child's right to be safe and to feel safe. We take bullying very seriously.

Rationale

Everyone at Crossens Nursery School has the right to feel welcome, secure and happy. Only when this is the case, will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support our ethos.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Crossens Nursery School.

Definition of Bullying

All children have the right to feel safe at Nursery and bullying will not be tolerated. Everyone is welcome, everyone can play and everyone deserves our care and respect. Our definition of bullying is 'A repetitive behaviour that is hurtful and intentional. It happens over and over again, from a stronger power to a weaker power.' The definition of bullying is very important to understand when assessing the difference between 'relational conflict' – where there is a 'falling out' between individuals – and when it tips the balance to bullying.

Bullying in any form is not tolerated at Crossens Nursery School. Bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude at our school.

All staff including supply staff, students and volunteers will be informed of the policy as appropriate.

We find the following example from the Anti-Bullying Alliance to be very useful in helping our team and our families identify bullying:

For example, if Rashid and Ava are arguing over a toy. Rashid takes the toy and then Ava grabs it back and vice versa. This is likely to be a relational conflict where they share

the balance of power. This doesn't mean it shouldn't be challenged, it just isn't bullying. Take the same example, but this time every time Rashid uses the toy Ava snatches it away. Rashid doesn't snatch it back but Ava insists on taking it from Rashid each time. This happens over a number of days. In this example the relational conflict is now bullying. It is repetitive, there seems to be intent in the action, it's hurtful and the power seems to have shifted because Ava is continuously showing force over Rashid.

Teaching and Learning

We will use the curriculum as much as possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviours:

- Crossens will implement a planned teaching and learning programme to develop understandings and skills to support positive relationships and to engage with a supportive network.
- This programme will include Anti-bullying week in the Autumn Term.
 - Our Crossens Code is outlined in Our Caring Crossens Policy to help embed our expectations

Whole school approaches

As part of our strategy for promoting positive behaviour and a positive sense of self, we will:

- Provide consistent approaches underpinned by school values such as: respect; tolerance; cooperation and care.
- Promote the policy to all the school community such as parents through newsletters and induction meetings, to pupils through our Crossens Code
- Model good practice showing respect, empathy and kindness
- Provide staff training related to both awareness, teaching and learning and response to incidents
- Regularly monitor behaviours in the Nursery garden as well as behaviours inside the classroom
 - Share open dialogue with families and ensure that families feel welcome and safe to voice their concerns

What if there are bullying incidents?

Prevention is better than cure so at Crossens Nursery we will be vigilant for signs of bullying and always take reports of incidents seriously. We need to support and guide any children who are showing signs of bullying behaviours, as well as those who are the victims of such.

If a person becomes aware of a bullying incident, it should be reported. A record will be kept of incidents. Any young person who is suffering should be supported and the incident should be investigated. All proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse then it should be reported to be recorded on a Racial Incident Form.

Major incident

We will act immediately to support the child with any health and medical requirements. If a major incident becomes apparent, then the incident will be reported to Mrs Brice as soon as possible.

The incident will then be recorded and information will be gathered.

The parents and carers of all children will be informed.

If significant harm is a concern we will act using the Child Protection system.

Support, Mediation, Sanctions

Our response will consist of the following:

- Valuing the self- esteem of all involved
- Safeguarding the health and well being of all pupils
- Involving children in the decision- making processes
- Intervention work with the child/children who is/are demonstrating the behaviours
- Sanctions appropriate to age of child and nature of incident
- A no blame approach (Mains and Robinson), which seeks to get all parties to understand and explain how, each other feel or similarly a restorative justice approach.

The Headteacher will meet with the parents and carers of all children involved to discuss next steps.

It is not our policy to arrange collaborative meetings involving the parents and carers of all children to meet together at the same time.

In the interest of positive outcomes and mutual respect, the Headteacher is trusted to meet separately with involved parties in order to find a resolution.

An incident may reveal a number of issues, which require the involvement of the school's Child Protection Designated Person. They will be kept informed.

External support / agencies

We will use as appropriate external support services such as Behaviour Support, Educational Welfare Service and Health Visitors. For children with SEND, SENDIASS may be helpful. This support will be available for both parties.

Conclusion

We believe that one case of bullying is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. This policy is seen as an integral part of our Behaviour Policy.

Approved by Governors: March 2024

To be reviewed: March 2025

